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ACCSC STUDENT ACHIEVEMENT RATES 2022

BAYAMON MAIN CAMPUS				
PROGRAM	PROGRAM LENGTH IN MONTHS	STUDENT POPULATION	GRADUATION RATE OR RETANTION RATE	EMPLOYMENT RATE
Barbering and Styling	12	37	36%	100%
Cosmetology and Styling	12	15	56%	75%
Nail Technician	8	85	61%	71%
Medical Secretary with Word Processing	16	11	64%	no graduates
Computer Repair Technician	12	13	75%	75%
Computerized Applications Development	16	-	-	-
Paralegal Technician	16	7	50%	100%
Pharmacy Technician	16	-	-	-
Practical Nursing	16	23	55%	100%

TOA ALTA CAMPUS				
PROGRAM	PROGRAM LENGTH IN MONTHS	STUDENT POPULATION	GRADUATION RATE OR RETANTION RATE	EMPLOYMENT RATE
Barbering and Styling	12	43	57%	75%
Cosmetology and Styling	12	17	55%	83%
Nail Technician	8	33	88%	73%
Medical Secretary with Word Processing	16	-	-	-
Administrative Secretary with Word Processing**	16	-	-	-
Super Master Cosmetology	8	-	-	-
Computer Repair Technician	12	11	60%	75%
Computerized Applications Development	16	-	-	-
Pharmacy Technician	16	-	-	-

VEGA ALTA CAMPUS				
PROGRAM	PROGRAM LENGTH IN MONTHS	STUDENT POPULATION	GRADUATION RATE OR RETANTION RATE	EMPLOYMENT RATE
Barbering and Styling	12	5	33%	100%
Cosmetology and Styling	12	31	56%	75%
Nail Technician	8	38	60%	75%
Super Master Cosmetology	8	0	-	-
Medical Secretary with Word Processing	16	11	50%	100%
Administrative Secretary with Word Processing	16	0	-	-
Paralegal Technician	16	0	-	-
Computer Repair Technician	12	4	75%	100%
Computerized Applications Development	16	0	-	-
Pharmacy Technician	16	6	-	-

Report Date of July 1, 2022

Report time frame is based on program lengths as following:

PROGRAM LENGTH IN MONTHS	BEGGINNING DATE	END DATE
8 months	04/2020	03/2021
12 months	10/2019	09/2020
16 months	04/2019	03/2020

STUDENT ACHIEVEMENT RATES – GRADUATION AND EMPLOYMENT

The Commission determines the established benchmark rates of student graduation and graduate employment for its accredited schools from information collected in Annual Report submissions.¹ Schools should set goals to exceed not only the benchmark rates, but also the average rates of graduation and employment.

The following student achievement rates are in effect for all Graduation and Employment Charts that use a Report Date of July 1, 2016 and later. These rates remain in effect until further notice.

Program Length in Months	Established Benchmark Graduation Rates		Established Benchmark Graduation Rates*
	Average Rates of Graduation	Standard Deviation	
1-3	92%	8%	84%
4-6	84%	11%	73%
7-9	72%	12%	60%
10-12	69%	14%	55%
13-15	64%	14%	50%
16-18	62%	15%	47%
19-23	61%	18%	43%
24+	53%	13%	40%

* If a school reports a lower graduation rate for a program, that program will be subject to additional monitoring or reporting as deemed appropriate. Prolonged failure to meet a benchmark rate will result in a programmatic or institutional action as deemed appropriate by the Commission (see *Section VII (B)(2)(a-c), Substantive Standards, Standards of Accreditation*).

Average Rate of Employment	Established Benchmark Employment Rate		Established Benchmark Employment Rate*
	Average Rate of Employment	Standard Deviation	
All Programs	78%	8%	70%

* If a school reports a lower employment rate for a program, that program will be subject to additional monitoring or reporting as deemed appropriate. Prolonged failure to meet a benchmark rate will result in a programmatic or institutional action as deemed appropriate by the Commission (see *Section VII (B)(2)(a-c), Substantive Standards, Standards of Accreditation*).

STUDENT ACHIEVEMENT RATE – LICENSURE/CERTIFICATION EXAM PASS RATE

For those programs where a governmental entity requires the attainment of a passing score on a licensure/certification exam in order to work in a particular field, the Commission determines a program’s licensure/certification exam pass rate to be acceptable when at least **70%** of the students that take the exam attain a passing score.²

¹ Generally, the Commission establishes the benchmark rate at one standard deviation below the average (mean) aggregated graduation and employment rate data collected in the Annual Report.

² If another entity or agency requires a higher examination pass rate, the higher standard shall apply and the Commission will take into consideration any action taken by another oversight entity or agency with regard to a school’s failure to meet an examination pass-rate requirement.

GUIDELINES FOR EMPLOYMENT CLASSIFICATION

The school must be able to justify the classification of each graduate as employed in a training related field and maintain internal verifiable employment records using the following guidelines. In accordance with *Section I (A)(1)(d) Substantive Standards, Standards of Accreditation*, the school should have and adhere to policies or protocols in regard to these guidelines (reasonable time period, sustainability, relatedness, etc.).

1. The employment classification is appropriate and reasonable based on the educational objectives of the program.
2. The employment is for a reasonable period of time, is based on program objectives, and can be considered consistent and sustainable.
3. The employment is directly related to the program from which the individual graduated, aligns with a majority of the educational and training objectives of the program, and is a paid position.
4. The employment classification is verified by the school (and verifiable by third parties such as the Commission) as follows:

a. Regular Employment:

- i. The school secures written documentation from the employer verifying the employment and that the employment is related to the student's program of study at the school; or
- ii. The school secures written documentation from the graduate verifying the employment and that the employment is related to the student's program of study at the school; or
- iii. In cases where a school can show diligent efforts have been made to secure such written documentation without success, the school maintains documentation of verbal verification that includes the following:
 1. The graduate's and employer's name and contact information;
 2. A signature of school staff attesting to verbal employment verification with the employer and the date of verification; and
 3. A signature of school staff attesting to verbal employment verification with the graduate and the date of verification.

b. Self-Employment:

The school secures written documentation from the self-employed graduate verifying that the employment is valid including, at a minimum, a statement signed by the graduate which includes the following:

- The graduate's name and contact information;
- An attestation that the self-employment is aligned with the individual's employment goals, is vocational, and is based on and related to the education and training received;
- An attestation that the graduate is earning consistent training-related income; and
- In cases where licensure is required for employment, an attestation that such licensure has been achieved.

c. Career Support/Advancement:

Students that are already employed in the field of study at the time of graduation, can be considered employed when completing the program of study as follows:

- i. The school shows with written documentation from the employer or the graduate that the training allowed the graduate to support or maintain the employment position due to the training provided by the school or
- ii. The school shows with written documentation from the employer or the graduate that the training supported the graduate's ability to be eligible or qualified for advancement due to the training provided by the school.

5. The school maintains employment files and records that contain sufficient information to be verifiable by third parties such as the Commission, including the following information:

• Graduate Name and Contact Information (contact information may be maintained in the school's electronic database);

- Program Name;
- Date of Graduation;
- Date of Initial Employment;
- Place of Employment;
- Employer Address;
- Employer Contact Person/Supervisor and direct contact information; and
- Descriptive Job Title (please also provide job duties if the job title is insufficient to demonstrate alignment with program name).

In addition to these guidelines, the Commission expects that schools will regularly gather information from employers as a means to assess the preparedness of graduates for employment and make program modifications as may be necessary based on that feedback.